

FAIRFOREST MIDDLE
4120 N. Blackstock Road
Spartanburg, South Carolina 29301

GRADES 6-8 Middle School

ENROLLMENT 735 Students

PRINCIPAL Chuck David Gordon 864-576-1270

SUPERINTENDENT Dr. Darryl Owings 864-576-4212

BOARD CHAIR Mr. Lynn Harris 864-576-4212

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	6	31	12	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 16 out of 25 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

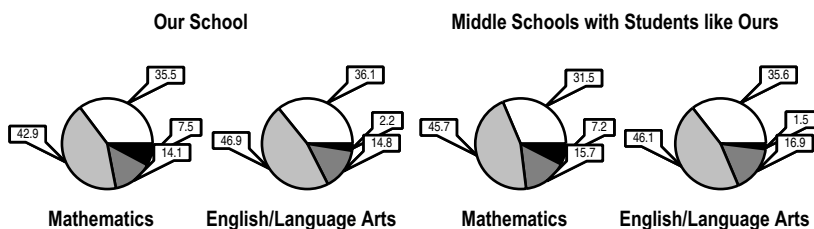
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Below Average	N/A
2002	Average	Average	N/A
2003	Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

	Definition of Critical Terms
 Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
 Proficient	Well prepared to work at next grade level; met expectations
 Basic	Met standards; minimally prepared, can go to next grade level
 Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	51	174	132
Percent satisfied with learning environment	98.0%	74.1%	83.3%
Percent satisfied with social and physical environment	94.1%	75.6%	63.4%
Percent satisfied with home-school relations	58.8%	85.5%	71.0%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	721	99.2	36.1	46.9	14.8	2.2	17.0	17.6
Gender								
Male	380	98.7	41.1	46.7	12.2	N/A	12.2	17.6
Female	341	99.7	30.8	47.1	17.6	4.5	22.1	17.6
Racial/Ethnic Group								
White	344	99.4	26.2	47.0	23.0	3.8	26.8	17.6
African-American	251	100.0	41.8	49.8	7.6	0.9	8.4	17.6
Asian/Pacific Islander	32	96.9	48.4	45.2	6.5	N/A	6.5	17.6
Hispanic	90	96.7	56.3	38.0	5.6	N/A	5.6	17.6
American Indian/Alaskan	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	616	99.4	39.8	40.6	17.1	2.5	19.6	17.6
Disabled	105	98.1	12.6	87.4	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	721	99.2	36.0	47.2	14.6	2.2	16.8	17.6
English Proficiency								
Limited English proficient	31	93.5	100.0	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	690	99.4	33.4	48.8	15.5	2.3	17.8	17.6
Socio-Economic Status								
Subsidized meals	438	99.1	44.4	46.0	9.1	0.5	9.7	17.6
Full-pay meals	283	99.3	24.2	48.3	23.0	4.5	27.5	17.6

Mathematics								
All students	721	99.6	35.5	42.9	14.1	7.5	21.6	15.5
Gender								
Male	380	99.5	37.6	40.3	15.0	7.1	22.1	15.5
Female	341	99.7	33.2	45.7	13.1	8.0	21.1	15.5
Racial/Ethnic Group								
White	344	99.7	25.1	45.8	16.0	13.2	29.2	15.5
African-American	251	99.2	43.6	42.2	12.0	2.2	14.2	15.5
Asian/Pacific Islander	32	100.0	40.6	40.6	15.6	3.1	18.8	15.5
Hispanic	90	100.0	53.4	34.2	11.0	1.4	12.3	15.5
American Indian/Alaskan	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	616	100.0	35.4	39.8	16.1	8.7	24.8	15.5
Disabled	105	97.1	36.4	62.5	1.1	N/A	1.1	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	721	99.6	35.6	42.8	14.0	7.6	21.6	15.5
English Proficiency								
Limited English proficient	31	100.0	89.7	6.9	3.4	N/A	3.4	15.5
Non-limited English proficient	690	99.6	33.1	44.4	14.6	7.9	22.5	15.5
Socio-Economic Status								
Subsidized meals	438	99.5	45.9	40.4	10.6	3.1	13.7	15.5
Full-pay meals	283	99.6	20.6	46.4	19.1	13.9	33.0	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	195	N/A	31.4	46.8	18.6	3.2	21.8
	Grade 7	194	N/A	25.4	54.6	15.7	4.3	20.0
	Grade 8	220	N/A	28.6	52.9	17.0	1.5	18.4
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	268	99.6	39.3	38.5	18.4	3.7	22.1
	Grade 7	233	97.9	32.2	55.4	12.4	N/A	12.4
	Grade 8	220	100.0	36.1	48.5	12.9	2.5	15.3

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	195	N/A	40.5	41.6	13.7	4.2	17.9
	Grade 7	194	N/A	46.2	41.4	10.2	2.2	12.4
	Grade 8	220	N/A	36.7	49.8	8.7	4.8	13.5
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	268	100.0	27.0	41.0	19.7	12.3	32.0
	Grade 7	233	99.1	42.0	41.1	12.1	4.8	16.9
	Grade 8	220	99.5	39.1	47.0	9.4	4.5	13.9

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 735)				
Students enrolled in high school credit courses (grades 7 & 8)	5.4%	Down from 8.3%	12.4%	14.4%
Retention rate	1.5%	Up from 1.0%	3.0%	2.3%
Attendance rate	94.8%	Down from 100.0%	94.8%	95.2%
Eligible for gifted and talented	11.4%	Up from 10.2%	12.4%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	13.9%	Down from 14.9%	15.2%	14.1%
Older than usual for grade	3.1%	No change	4.3%	4.9%
Suspended or expelled	0.0%	No change	1.2%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 50)				
Teachers with advanced degrees	58.0%	Up from 53.2%	45.2%	47.1%
Continuing contract teachers	80.0%	Up from 68.1%	80.0%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	86.2%	Up from 81.0%	82.7%	84.3%
Teacher attendance rate	94.5%	Down from 96.4%	94.8%	95.0%
Average teacher salary	\$40,449	Down 0.9%	\$38,924	\$39,924
Prof. development days/teacher	17.5 days	Up from 10.0 days	11.0 days	10.7 days

School				
Principal's years at school	4.0	Up from 3.0	4.0	3.0
Student-teacher ratio	20.3 to 1	Down from 22.5 to 1	20.9 to 1	21.0 to 1
Prime instructional time	88.6%	Down from 95.7%	88.3%	88.9%
Dollars spent per pupil*	\$5,274	Down 1.9%	\$5,699	\$5,854
Percent spent on teacher salaries*	64.2%	Up from 63.8%	62.0%	62.0%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	100.0%	Up from 98.7%	96.0%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2002-2003 school year was an exciting time for all individuals and families involved in the Fairforest Middle School educational programs. All educators placed a priority on academic improvement for our students. We continued to ask parents to place a high value on their personal involvement in their child's academic endeavors. We think these efforts will bring positive results for our students.

Positive student progress was encountered in every academic area and most extracurricular areas. Students at the eighth grade level who challenged the PSAT examination surpassed the record number of students who were recognized as Junior Scholars from the 2001-2002 school year. More students are confidently meeting the academic challenge of the South Carolina PACT Examination. This success is partly due to a concentrated effort on the part of the teachers to challenge our students with a focused, standards-based and purposeful curriculum.

We are fortunate to have a community of parents and business leaders that are very supportive of our educational efforts. We experienced the inaugural year of our High Performance Partnership (HPP) with Tindall Corporation and Goodyear Tire and Rubber Company. Teachers have reported that the mentoring that these industries provide to our students has resulted in positive outcomes. Parents have been involved in the school's activities in record numbers. The Fairforest PTO's school beautification efforts have enhanced the school's learning environment. Faculty members were involved in numerous staff development opportunities in an effort to improve their educational delivery strategies. We experienced yearlong Standards in Practice, Community Awareness, and Instructional Strategies in-services. Two teachers achieved National Board certification, and two teachers completed their advanced degrees. Teachers showed great commitment toward ensuring that all students have the opportunity to reach their potential.

I continue to believe that our students have a community of committed parents, teachers, and business leaders. With our collective effort, we will make great strides in ensuring that Fairforest Middle School is one of the best middle level experiences in the state of South Carolina, as we "Strive to be the BEST!"

Chuck D. Gordon, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.